

An Exploration of Teachers' Attitude towards Life Skills Education: A Case Study of Secondary Schools in Thika West District, Kiambu County, Kenya

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Abstract

The purpose of this study was to explore the attitude of teachers towards teaching life skills education as a way of developing the practice of morality through secondary schools in Kenya. To achieve this the researchers used researcher objectives with the aim of establishing the extent to which life skills education was being taught in secondary school, how life skills education training had equipped teacher to teach it in schools and to identify challenges teachers were facing in implementing life skills education. In addition to recommend measures to be undertaken to improve practice of morality in secondary schools. The researchers sampled 12 public secondary schools which constitute 30% of all public secondary schools Thika West District. Four mixed secondary school, four girls boarding secondary schools and four boys boarding secondary schools. The target population was the head teachers and teachers. Purposive sampling technique was used to sample teachers and a total number of 60 respondents were sampled. Data for the study was collected using questionnaires which had both open and closed question. The data collected was then analyzed using both quantitative and qualitative techniques. The research findings revealed that majority of secondary schools in Thika West District were offering life skills education but allocating a single lesson in a week. This implied that very little time was spent on it and thus the coverage was very little. The conclusion was that the learners are not well prepared and equipped with psychosocial competencies that would help them to manage their social-moral lives in a healthy and productive manner. The research findings also revealed that some schools had no time allocation for the subject and had to teach it after regular classes or any other available time. The conclusion then was that life skills education was not given enough attention as it should to equip the learners with adaptive skills that would enable them to deal effectively with the demands of everyday life. According to the majority of the teachers, this was due to heavy workloads due to understaffing and had to make good mean score and therefore utilized the lesson to teach other examinable subjects. The implication was that the learners were inadequately prepared to deal with demands and challenges of every day's life. This could be the reason why most secondary schools students are resorting to risky behaviors such as drug abuse, riot, violence, student's dropout and pre-marital sex among others. The study recommends that the government through the Ministry of Education to put strategies for effective implementation of the programme in secondary schools in Kenya. This should include in-servicing teachers who are the programme implementers in schools. In addition the government through the Kenya Institute of Education should avail all the necessary teaching and learning materials for effective implementation of the subject. The teachers service commission (TSC) also needs to employ adequate teachers to ease the workload. More so monitoring and evaluation of the programme to be carried out to determine its effectiveness at all levels and identify areas that could be improved.

Keywords: Attitude, life skills, developing, practice, morality, secondary schools, Kiambu County, Thika.

1.0. Introduction

There are many challenges facing the youth in Kenya today as a result of a fast changing world. These are as a result of various factors such as complex physical developmental changes during adolescence, lack of positive role models in society, negative mass media influences and inadequate, inaccurate and unreliable sources of information (KIE, 2008). When the psychological and social needs of the youth are not met, they become socially mal-adjusted and resort to risky behavior such as drug abuse, early pregnancies, pre-marital sex, crime, violence, riots, HIV infections and other sexually transmitted diseases (KIE, 2008).

In order to develop knowledge and skills for a healthy moral and social growth in secondary schools different measures and strategies have been proposed by the Ministry of Education Science and Technology in Kenya. These include the introduction of social education and ethics in secondary school curriculum in 1986, and life skills education which was established in 2003.

The inclusion of social education and ethics in secondary school curriculum had been proposed by different commissions appointed by the government since independence. This included; the Ominde Commission (GOK, 1964) which recognized the need for social education and ethics in the curriculum, the Gachathi report (GOK, 1975), the Mackey report (GOK, 1981) and Kamunge report (GOK, 1988). They all recommended the teaching of social ethics at all levels of education and training in Kenya. This aimed at

developing good character and formation of high moral standards through schooling.

However, despite the significant role social education and ethics was supposed to play in national development, it was only taught for a few years and was discarded in 2005. This was because of the following reasons; Firstly, its effects on moral improvement was not felt and this was because the subject was taught like any other examinable subject. There was no practical relevance observed. Secondly, the church seemed to have fought it arguing that it was an introduction of secularism in the school system through the back door. Therefore the philosophy behind it was not accepted by the church. Social education was not also among the subjects that mattered in career choices. More so the education system continued to emphasize on skills for employment.

In order to prepare the young people for life, it was found that it was not just enough to fill them with knowledge (UNICEF, 1997). That there is need to equip them with psychosocial competences that would enable them make informed choices and decisions, solve problems, think critically, build healthy relationships and manage their life in a healthy and productive manner (KIE, 2008). To equip the youth with these psychosocial competences the Kenyan government through Ministry of Education Science and Technology recommended the introduction of life skills education in the curriculum. Its integration and infusion in primary and secondary syllabus took place in 2003 (KIE, 2007). This was to replace social education and ethics which had been abandoned earlier.

Inadequate, inaccurate and unreliable information on productive health during adolescence has called for institutional and community interventions to ensure the youth are equipped with psychosocial competences that will enable them to deal effectively with demands and challenges of everyday life (KIE, 2007). Some of the issues that the youth are facing are sensitive in most communities in Kenya. Therefore there has been a need to create a socially acceptable intervention in schools using holistic, inclusive and participatory approaches. A life skills education is one of these interventions that have been adopted and implemented in secondary schools to replace social education and ethics.

The aim of life skills education was to provide students with strategies to make healthy choices and decisions that could contribute to a meaningful life. Life skills are abilities that help to promote mental wellbeing and competence in young people as they face realities of life. It helps the youth to take positive actions to protect themselves and promote healthy and meaningful social relationships.

The need to focus on life skills as a critical response to challenges facing the youth today is highlighted in a number of international sources including the Convention on the Rights of Child (CRC), the International Conference on Population Development (ICPD), World program for Human Rights Education (2004) and the World Youth Report (2007).

The global call for governments to meet Millennium Development Goals (MDGs) by 2015 also set in motion Kenya government's bid to achieve Education for All (EFA). In response, the Ministry of Education aimed to improve the quality of education and ensure excellence so that measurable outcomes were achieved by all, especially in literacy, numeracy and essential life skills by 2010 (GOK, 2005). The adolescent reproductive health and development policy prepared in 2003 also outlined measures to address the concern about adolescent and youth raised in various international conventions and conferences. These were issues regarding poverty and socio-economic development, school enrollment and dropouts, reproductive health information and services, HIV/AIDS and sexually transmitted infections (STI) among others (GOK, 2005).

2.0. Statement of the problem

Despite the significant role life skills education is supposed to play, the commitment of teachers to teach it remains wanting in many secondary schools in Kenya. According to the researchers finding, this was due to inadequate manpower, insufficient material resources and lack of trained teachers to teach it. The article explored the attitude of teachers towards teaching life skills as a way of developing practice of moral and positive social characteristic through secondary schools in Kenya.

3.0. Purpose of the study

The purpose of the study was to explore the teachers' attitude towards life skills education in secondary schools in Kenya.

4.0. Objectives of the study

The study was anchored on the following objectives:-

1. To establish the extent to which life skills education was being taught in secondary schools in Kenya.
2. To identify challenges faced by teachers in implementing life skills education in secondary school.
3. To recommend measure to be undertaken to improve on practice of morality in secondary school.

5.0. Theoretical bases

This article was based on social-cognitive theory revealed by Bandura (1974) and other proponents of social-

cognitive theory. According to this theory, effective socialization takes place when a child learns in his/her environment as it interacts and observes what others do. Social-cognitive theory assumes that people learn behavior mainly through observing, mental processing of information and modeling what they observe. Social learning guides the person's behavior so that it is in accordance with norms, values and beliefs of a society thus enabling a person to adjust successfully in the society

Learning, according to Bandura, is an ongoing process. Behavior is picked consciously and unconsciously. Observational learning is the learning by observing the consequences which the others receive for performance. The proponents of this theory believe that learners acquire most of their social concepts and behavior by observing society's role models in their daily lives. These role models include, teachers, parents, care-givers and peers. Learning through observation is time saving because it is not possible to learn by not being actively involved.

Life skills education approach is designed to use interactive, experiential and participatory approaches to induce the learner skills fully and make learning livelier. The teacher is expected to choose suitable teaching methods, teaching/learning experiences and sequence them in a logical manner to ensure smooth flow of dialogue between him and learners for effective learning to happen.

6.0. Literature Review

6.1. Concept of moral education

Teachings of morals and values in public secondary schools have been frequently discussed topic in few past years. Most of the discussions have come from sociologists, philosophers and religious scholars. For example, sociologically speaking the concept of moral education can be traced to a French Sociologist Emile Durkheim (1925-1961). To Durkheim moral education consisted of socialization experiences that result in the society's central beliefs and values (Durkheim, 1961). Such internalization when totally successful, is a powerful form of social control. This is because the individuals will then believe their own society's norms represent the right or moral way to behave.

Durkheim argued that the church performed the vital role of socializing the youth, but with increasing industrialization, urbanization, and secularization the value of French society could no longer be the bases of its moral order. Some other mechanisms for moral education had to be found. For him the mechanism was the school. He argued that the school can transform learners and teach them discipline and self-control (Durkheim, 1961).

The idea of moral education was also held by Odour (1960) who said it involves development of the capacity, knowledge and freedom and willingness to subscribe to ethical values in one's daily decisions and consequence actions. For him moral education aims at helping a child to attain an understanding and appreciation of the need for him/her to lead an ethically upright life (Odour, 1960). Moral education affirms the dignity of human person by encouraging a rational approach to determination of right and wrong. The teaching of values and ethics in public schools is also shared by Ronald Reagan who said the following about education:

"We're beginning to realize that education at its core is more than just teaching. Our youth need to learn the skills that are needed for jobs, however important that is. It should also be concerned with passing on to the next generations the values that serve society. Values are the foundation and cornerstones of the practice of freedom in a democratic society. They help to cultivate patriotism, loyalty, courage and the ability to make crucial moral distinctions between right and wrong". (<http://www.freeinquiry.com>).

The argument that Reagan is advancing is that education should be geared towards nurturing socially acceptable and morally upright youth who are capable of making right choices and decisions. Indeed, many nations of the world today are concerned with education for individual, social and national development. This is also contained in UNICEF's contribution to the new vision of global development (Nora, 1992). According to Bennaars (1993), education for development is an ethical concept which focuses on issues of human development. It seeks to promote in children and young people the development of knowledge, skills, attitudes and values such as solidarity, peace, tolerance, social justice and environmental awareness.

6.2. Morality in relation to social education and ethics

In Kenya the role of education for development of good character and formation of high moral standards in youth through schooling is a strong education goal (Ogachi, 1994). In order to achieve this goal different strategies have been proposed by the government through Ministry of Education Science and Technology. Among the strategies was the introduction and implementation of Social Education and Ethics in secondary school 8-4-4 system of education.

The overall aim of social education and ethics was to cultivate sound ethical behavior of individual person. However, after two decades, (1985-2005) the subject was abandoned and this was because of the church arguing that the subject was introducing secularism in the school system. The government also did not prepare

teachers to equip them with appropriate skills for teaching moral education, instead religious education teachers were forced to teach it. Besides, social education and ethics was not among the subjects that mattered in career choices. More so the education system has also continued to emphasize more on skills and knowledge for employment.

6.3. Morality in relation to life skills education

In order to prepare young people for life it has been found out it was not enough to fill them with knowledge (UNICEF, 1997) that there is need to equip them with psychosocial competencies that would enable them to deal with many challenges that they are facing as a result of fast changing world. Furthermore traditional methods of preparing the youth for adult lives seem to be inadequate in the face of these multiple challenges. The parents also seem to have little time for their youth.

The need to focus on life skills as a critical response to challenges facing the young people today is highlighted in a number of international recommendations: these include the Convention on the Rights of the child (CRC), the International conference on population Development (ICPD), World program for Human Rights Education (2004) and the World Youth Report (2007).

In Kenya, the Ministry of Education (MOE) has long been aware of the need to adopt life skills education as a remedy to psychosocial challenges that the youth are facing as a result of fast changing world. These challenges include among others, negative peer pressure, gender bias, violence, early marriages, teenage pregnancies, indiscipline, career choices, early sexual debut, rape, incest and HIV and AIDS pandemic (KIE, 2007). To prepare the youth to overcome the above mentioned challenges, different strategies have been put in place by the KIE which included introduction of life skills education in school.

RESEARCH GAP

The reviewed literature highlighted the global recognition of moral education. The function of moral education program in schools was seen as a means of maintaining and improving the moral consciousness of the society despite the significant role that life skills education is supposed to play in equipping the youth with psychosocial competencies which will enable them develop adaptive and positive behavior to deal with life challenges, the researchers identified that the subject has not been given adequate attention as it should be in many schools. Instead the lessons allocated to teach life skills education are used to teach examinable subjects and therefore the study aimed at exploring the attitude of teachers towards the teaching of life skills education as a way of developing capacity for the practice of morality in secondary schools in Kenya.

7.0. Research Findings

The purpose of this study was to establish the extent to which life skills education was being taught in secondary schools. To achieve this objective descriptive analysis of the data was used. It involved construction of qualitative data where percentages and frequencies were used to organize and summarize data. Qualitative analysis enabled unnecessary load to be detected or left out. Tables then were used to compress and order data to permit coherent inferences. This section therefore presents the findings in tables and percentages and discussion in relation to the objectives of the study.

7.1. Extent to which life skills education was being taught in secondary schools

The researchers sought to find out the extent to which life skills education was being taught in secondary schools. Respondents were requested to state if life skills education was being offered in their respective schools. A big number of them (76%) indicated that the subject was being offered in their schools while 34% indicated that it was not offered in their respective schools. This is represented in the table 4.3 below.

Table 1: Extent to which life skills was taught in secondary schools

School	Frequency	Percentage
Schools teaching life skills	35	76%
Schools not teaching it	11	24%
TOTALS	46	100

From the findings it appeared that most of the schools were offering life skills education because the percentage of the schools that offering it is greater than those not offering the subject.

7.2. Teachers' training background on teaching life skills

The respondents were asked to identify training background of teachers teaching life skills in their schools. Majority of the respondents (translating to 42.9%) indicated that life skills was taught by guidance and counseling teachers, while 37.1% by any teacher and 20% by class teacher. This meant that there were no specific teachers assigned to teach the subject. Any teacher could be assigned to teach it.

Table 2: Teachers teaching the subject

Teachers	Frequency	Percentage
Guidance and counseling teacher	15	42.9
Any subject teacher	13	37.1
Class teacher	7	20.0
TOTALS	35	100.0

From the findings it can be fairly concluded that most schools were in favour of guidance and counseling teachers to teach life skills education. This could be because the main objectives of both guidance and counseling and life skills are related. They both aim at equipping the students with psychosocial competencies that would enable them make informed decisions, solve problems, think creatively and critically, build healthy relationships and manage their lives in a healthy and productive manner. Majority of guidance and counseling teachers were trained and thus were likely to teach life skills better than the rest of the teachers who may not have been trained to teach it.

7.3. Allocation of life skills lesson in the school time table

Teachers were asked to state the number of lessons that life skills education was allocated in the school time table. The table 4.5 shows allocation of life skills lesson in the time table.

Table 3: Life skills lesson allocation in the time table

Number of lessons	Frequency	Percentage
One	28	80
None	7	20
TOTALS	35	100

The table shows that a big number of respondents (translating to 80%) allocated a single lesson in a week while 20% indicated none. The findings thus indicates that life skills education was given very little time and therefore its coverage was very little and thus the intended objectives were not likely to be met. This implies that the students are not well prepared for positive adaptive behavior that would enable them deal effectively with challenges and demands of everyday life. This could be the reason as to why students in secondary schools were resorting to risky behavior such as riots, crimes, drug-abuse, and pre-marital sex and contracting of HIV. To avert such behavior then life skills needs to be more emphasized in schools and allocated enough time in the school time table to enhance achievement of expected objectives.

7.4 Teachers' attitude towards teaching the subject

The study sought to find out teachers' attitude towards teaching the subject. Majority, (62.9%) indicated positive response while 37.1% indicated negative response.

Table 4: Teachers Attitude towards the subject

Teachers' attitude	Frequency	Percentage
Positive	22	62.9
Negative	13	31.1
TOTALS	35	100.0

The findings indicated that majority of the teachers teaching life skills in secondary schools offering it had positive attitude towards the subject. This implied that these teachers were aware of the significance role that life skill was supposed to play in youth development.

The reason however could be that majority of these schools teaching it might have experienced indiscipline cases which had been common in many secondary schools such as violence, riots and drug-abuse and these schools could have been concerned in arresting such behavior which could have interfered with the performance of the school, by dropping the expected mean score. The teachers have realized that if life skill is effectively taught it can bring about academic excellence, positive behavior change and good social relationships.

7.5. Life Skills Education In-service Training

The respondents were asked to state if they had attended in-service training for life skills education and for how long. A big number of respondents 91.4% indicated that they had never been in-serviced to teach it while 8.6% indicated that they had been in-serviced. The majority who were in-serviced indicated that it was done in a week. This could be the reason why most schools were allocating a single lesson to teach it. Not many teachers had been adequately prepared to teach it.

Table 5: Table Life Skills In-service Training

Teachers	Frequency	Percentage
Teachers who had been in-serviced	3	8.6
Those who had never been in-serviced	32	91.4
TOTAL	35	100.0

7.6. Challenges faced by teachers in teaching life skills

The implementation of any given intervention programme as life skills was likely to be faced with various challenges. For this reason successful implementation of such a programme may be at a stake if these challenges were not addressed. Thus this study intended to find out challenges that teachers were facing in implementing life skills education in secondary school. The researchers sought the opinion of the respondents. Responses of teachers were shown in the table below.

Table 6: Challenges Faced by Teachers in Teaching Life skills

Challenges	Frequency	Percentage
Inadequate teaching/learning materials	15	42.9
Inadequate time	10	28.6
Few in-serviced teachers	11	31.4
Life skills lesson not allocated in the time table	3	8.7
Student negative attitude towards the subject	4	11.4
Absence of guidelines	1	2.8
Repetitiveness of the content	1	2.8
No syllabus	1	2.8

The table indicates that 42.9% of the respondents had inadequate teaching/learning materials, 28.6% inadequate time, and 31.4% said that there were few in-serviced teachers. More observations were made, 3(8.7%) said there was no time allocation of the subject on the time table for teaching life skills and 11.4% indicated students' negative attitude towards the subject. The reason could be that the subject was not being examined and the skills taught, the students felt they were part of their normal academic content and thus were not taking the subject seriously. In addition the life skills education was not among the subjects that matters in their career choices therefore the learners felt that the subject that matters should be allocated more time other than learning life skills and were therefore taking the subject lightheartedly.

A small proportion of 2.8% indicated that there was repetitiveness of the content and the learners felt they already knew it before taught and thus were not taking the subject seriously. Another 2.8% indicated absence of guidelines and lack of life skills syllabus in their schools. And this could be the reason why some schools were not offering it in their schools.

Table 7: Suggested ways of tackling some of the above challenges

Suggested ways	Frequency	Percentage
Teaching the subject during prep-time	3	8.7
Improvising teaching/learning materials	5	14.3
Emphasizing the importance of the subject to the students	6	17.1
Combining two streams under one teacher	4	11.4
Giving students work to research on	5	14.3
Consulting in-serviced guidance and counseling teachers	8	22.8

The findings show that teachers had applied various methods to tackle some of the challenges they had been experiencing in teaching life skills education. About 8.7% suggested they had been teaching it during preptime, 14.4% indicated improvising of teaching/learning materials and 17.1% said emphasizing the important of the subject to the students.

More so 22.8% suggested consulting guidance and counseling teachers and 14.3% said to give students work to research on. This could imply that the respondents were aware of the significance role life skill was supposed to play in developing the practice of morality in secondary school. Life skills entail acquisition of abilities for adaptive behavior that enable an individual to deal with demands and challenges of everyday life. Its methodology does not focus on transmitting knowledge only but also to help learners explore their feelings, attitudes and values thereby developing psychosocial competencies to face life challenges. Thus if life skills was fully and systematically implemented in schools at all levels, it can positively contribute to positive outlook and healthy behavior among the youth.

7.8. The opinion of teachers on life skills education

Concerning realization of the objectives, the respondents were asked to give their opinion on whether life skills education objectives were being met or not achieved. The figure below shows teachers' opinion.

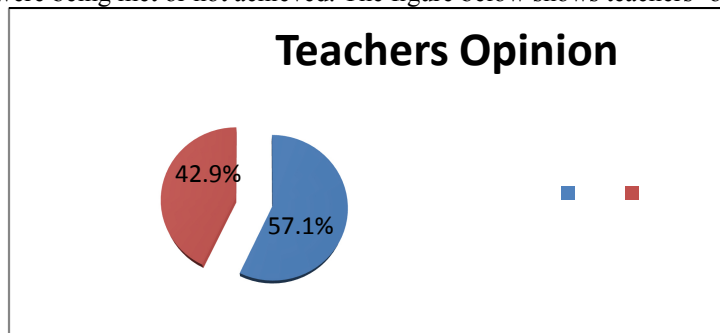


Figure 1: Teachers' opinion on life skills education

The figure shows that majority (57.1%) of the respondents believed that the intended objectives of life skills education were not being met. This could be because of little time that was spent to teach the subject in a week. This was a single lesson in most schools. In some schools the lesson was not time tabled and had to teach it after regular classes or any other time. In addition there were few in-serviced teachers who were in-serviced for a week and thus were not equipped to teach life skills. More so little emphases was put on the subject because the subject is not examinable and not among the subject that matters in career choices. In addition good results were anticipated by the parents, teachers and society at large. The curriculum was also overloaded forcing teachers to utilize life skills lesson to teach examinable subjects that matters in career choices.

On the other hand 42% of the respondents said that life skills objectives were being met because students were able to cooperate well with others, respect themselves and others and have appreciated the importance of life skills. Thus there was need to allocate more time for teaching the subject, in-service more teachers to equip them with skills for teaching the subject, and emphasize the importance of the subject to both teachers and learners for effective implementation. This would enhance realization of the objectives which is to equip learners with psychosocial competencies that would enable them to deal effectively with demands and challenges of everyday life.

7.9. Matters to be undertaken to improve life skills education

The researcher sought the opinion of teachers on how to improve teaching and learning of life skills education. The table below shows some of the suggested ways.

Table 8: Suggested ways of improving life skills education

Suggested ways	Frequency	Percentage
Make Life Skills to be examinable	25	71.4%
Allocate more time	22	62.9%
Time tabling life skills	21	60%
In-servicing teachers	20	57.4%
Teaching the subject at all levels	18	51.4%
Provision of teaching and learning materials	20	60%
Subject to be taught by interested teachers	16	45.7%
Subject to be taught by class teachers	14	40%
Provide text books	15	42.9%
Introduce the subject in teachers training colleges	10	28.6%
Work load of teachers teaching life skill be reduced	10	28.6%
Employ more teachers	5	14.2%
Provide life skills syllabus	8	22.6%

The findings indicated that an overwhelming majority (71.4%) felt that the subject should be made examinable just like other subjects so that both teachers and learners could take life skills more seriously. However teaching life skills like other examinable subjects would kill its spirit and no practical relevance would be experienced because examinable subjects emphasizes more on theory/academic achievement than practicing the skills learned as expected and emphasized in secondary school life skills KIE syllabus.

This confirms UNICEF (1997) findings that it is not just enough to fill the youth with knowledge. There is need to equip the youth with psychosocial competencies that would enable them make informed decisions,

solve problems, think creatively and critically, build healthy relationships, empathies' with those in need and manage their life in productive manner. In addition life skills education syllabus emphasizes on acquisition of the above mentioned skills, values and attitudes that would enable learners to operate responsibly, productively and effectively in the society.

This was also supported by World Health Organization (WHO) who stated that life skills are positive and adaptive behavior that would enable an individual to deal effectively with the demands and challenges of every day's life. In addition, practicing life skills leads to qualities such as self-esteem, sociability, tolerance, action competencies, taking action, generate change and capabilities to have freedom to decide what to do and who to be. Thus life skills aim at developing learners' holistic personality. The course aims at promoting learners' overall growth and development which will enable them make appropriate choices to enhance academic performance. To achieve this, the learners need to practice the skills so that they can adapt positive behavior as expected. Therefore making the subject examinable was likely to kill its point and spirit and the expected behavioral change may not be realized. Examinable subjects aims at equipping learners with employable skills than practical skills that would enhance learners' holistic development.

More observations were made 62.9% felt that the subject should be allocated more time to enhance its coverage, 60% said that the subject should be time tabled to enhance implementation. In addition 57.1% said that the teachers need to be in-serviced so as to equip them with necessary skills for proper implementation of life skills programme. 51.4% stated that the subject should be taught at all levels which was supported by KIE life skill syllabus on its introduction part that: "The syllabus is presented in the form of skills developed in spiral approach; skills acquired in the previous levels become the foundation for the next level. Thus if life skills is systematically taught at all levels and learners given time to practice the skills at each level then they would be able to adapt positive behavior that would enable them deal with demands and challenges of every days life. More so there would be reduced cases of drug abuse, student dropout, riot, violence, crimes and pre-marital sex in secondary schools.

Further findings (60%) indicated that there is need to provide teaching and learning materials so that the subject can be effectively taught in schools. These materials were the syllabus, teacher's handbooks and learners' reference books. 45.7% of the respondents said that the subject should be taught by interested committed teachers since they are likely to teach it well and make the lesson more interesting and enjoyable. 40% said the subject to be taught by class teachers because they attend their classes more frequently to monitor the students and therefore would spare some time to teach some skills that would enhance positive behavior. More so 42.9% indicated provision of learning materials at all levels to promote acquisition of skills at all levels which would be the foundations for the next level and therefore learners would adapt positive behavior at all levels.

A small percentage of 28.6% said there was need to introduce life skills in teachers training institutions so as to equip teachers' trainees with essential skills for teaching the subject. Another 28.6% of the respondents stated that the workload of teacher teaching the subject to be reduced so that they could get time to plan and prepare the lesson well for effective teaching. This would promote acquisition of abilities for adaptive and positive behavior that would enable students to deal effectively with the demands and challenges of everyday life.

A small proportion of 14.2% suggested that there is need to employ more teachers to ease overloaded work so that teacher would get time to prepare and teach life skills. 22.8% indicated to be provided with the syllabus in their schools so as to know what they are required to teach at each level. The syllabus is very essential component of teaching and learning because it helps the teacher to identify the specific topics to be taught and what objectives to be realized in a given class and the length to be taken on each content. It also identifies time to be spent on each topic, the resources, the methods and type of assessment to be used in teaching the subject. Therefore there is need to provide syllabus for effective implementation of life skills programme in secondary schools.

8.0. Conclusions and Recommendations

8.1. Conclusions

The main aim of the study was to find out the attitude of teachers towards teaching life skills as a way of improving practice of morality through secondary schools. From the study the conclusion was that majority of the teachers had positive attitude. However many of the schools teaching it allocated a single lesson in a week. There were some school with no allocation and had to teach it after regular classes or any other time. This can be concluded that a life skill is given very little time. This implies that the students were inadequately prepared to deal effectively with the demands and challenges of everyday life. This could be the reason why secondary school students are resorting to risky behavior such as drug abuse, riots, violence, student drop-out and pre-marital sex. To avert such behavior then life skills need to be allocated more time and more emphasized so that the intended objectives of equipping the students with abilities for adaptive and positive behavior to deal with demands and challenges may be realized.

8.2. Recommendations

Guided by the findings of the study, the researchers recommended the following:-

1. In order to equip teacher with sufficient skills and knowledge for teaching life skill, there is need for training and in-service for effective implementation of the programme in secondary schools to happen.
2. The government through Kenya Institute of Education should avail all the necessary teaching and learning materials for easier implementation of life skill.
3. The study recommends that the school' inspectors should monitor the programme at all levels to ensure that the subject is taught effectively at these levels.
4. In a highly dynamic society as Kenyan one where students are faced by personal and social problems, there is need to strengthen life skills education to equip the youth with abilities for positive adaptive behavior. Schools should commit themselves to provide life skills at all levels. This should be the work of all teachers and therefore need to be in-serviced to enable them offer holistic help.
5. A national study should be carried out to establish strategies that can be adopted to deal with problems facing effective implementation of the programme in secondary schools.

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